



## District of Columbia NAEP 2015 Students with Disabilities (SD) Inclusion Guidelines Grades 4, 8, and 12 Mathematics and Reading

The Office of the State Superintendent of Education (OSSE) expects that most students with disabilities will be included on the National Assessment of Educational Progress (NAEP). **Only students with disabilities who participate in the Districts' NCSC may be excluded from any NAEP assessment.** All other students with disabilities should participate in NAEP with or without NAEP allowed accommodations.

The following table lists the NAEP accommodations for students with disabilities. NAEP accommodations are only allowed for a student on an Individualized Education Plan (IEP) or Section 504 Plan. If you have questions about the NAEP accommodations, please contact Swea Hart, NAEP State Coordinator at [swea.hart@dc.gov](mailto:swea.hart@dc.gov) or (202) 374-7148.

NAEP Accommodation	NAEP Subject	NAEP Accommodation Description
<b>Extended Time</b>	Mathematics and Reading	This accommodation requires that students be given extra time to complete the assessment. <i>NOTE: NAEP is a timed, but not a "speeded" test (it is not designed to evaluate how many questions a student can answer in a limited amount of time). Generally, most students are able to complete the NAEP cognitive sections in the time allowed (25 minutes per section).</i>
<b>Small Group</b>	Mathematics and Reading	Generally, a small group session includes no more than five students. A student can be assigned to a small group session because he/she requires one, or because one or more of the accommodations he/she typically requires must be administered in a separate session to minimize distractions to other students in the regular session.
<b>One-on-One</b>	Mathematics and Reading	This accommodation requires that a student is assessed individually in an area free of distractions.
<b>Read aloud in English – Directions only</b>	Mathematics and Reading	For this accommodation, students may have the general directions (the same for all students) and/or the subject-specific directions read aloud, repeated, or reworded in any way in English so that students understand what to do. <i>NOTE: Some students' IEPs or 504 Plans stipulate that they should receive this accommodation. For those students, this will be coded as an accommodation. Students who do not have this as an IEP or 504 requirement, but who need the general directions (the same for all students) and/or the subject-specific directions read aloud, repeated, or reworded in any way in English can request this by raising his or her hand during the session, and it will not be recorded as an accommodation.</i>
<b>Read aloud in English – Occasional</b>	Mathematics <b>Not Allowed for Reading</b>	For this accommodation, students may request to have words, phrases, or sentences read aloud to them in English. <b>Read aloud in English – occasional is not allowed for Reading.</b>
<b>Read aloud in English – Most or All</b>	Mathematics <b>Not Allowed for Reading</b>	For this accommodation, students may request to have most or all of the assessment booklet read aloud to them in English. <b>Read aloud in English – most or all is not allowed for Reading.</b>



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Breaks During Test	Mathematics and Reading	This accommodation requires that the student be allowed to take breaks as requested or at predetermined intervals during the assessment. This also could mean that the student is allowed to take the assessment in more than one sitting during a single day.
Calculator Version of the Test	Mathematics Not Allowed for Reading	NAEP has a mathematics calculator assessment booklet available for students who require a calculator for a mathematics assessment. <b>Calculator version of the test is not allowed for Reading.</b>
Must Have an Aide Administer the Test	Mathematics and Reading	This accommodation requires that a <b>school staff member</b> familiar to the student administer or be present during the session.
Responds Orally to a Scribe	Mathematics and Reading	This accommodation requires that the student respond orally to a scribe <b>provided by the school</b> or respond by pointing to his/her answers. The scribe then records the student's responses in the assessment booklet.
Large Print Version of the Test	Mathematics and Reading	NAEP provides large-print booklets to students who are visually impaired. These are assessment booklets that have been enlarged to 129 percent.
Magnification Equipment	Mathematics and Reading	This is a lens or system <b>provided by the school</b> that enhances visual function. Magnification devices include eyeglass-mounted magnifiers, freestanding or handheld magnifiers, enlarged computer monitors, or computers with screen-enlargement programs. Some students use closed-circuit television to enlarge print and display printed material with various image enhancements on a screen.
Uses Template/Special Equipment/Preferential Seating	Mathematics and Reading	<p><u>Template:</u> This is a cutout or overlay <b>provided by the school</b> that is used to focus a student's attention on one part of a page by obscuring other parts of the page.</p> <p><u>Writing Tool:</u> This is a large-diameter pencil, pencil grip, or other special writing tool <b>provided by the school</b> that a student uses to record his/her answers in the assessment booklet.</p> <p><i>NOTE: Some students' IEPs or 504 Plans stipulate that they should receive this accommodation. For those students, this will be coded as an accommodation. Students who do not have this as an IEP or 504 requirement, but who typically use large-diameter pencils, pencil grips, or other special writing tools during assessments, may use these for NAEP, and it will not be recorded as an accommodation.</i></p> <p><u>Responds Using a Computer or Typewriter:</u> This accommodation requires that the student record his/her answers using a computer or typewriter <b>provided by the school.</b></p> <p><u>Preferential Seating:</u> This accommodation requires that a student sit in a designated area for the assessment; such as away from other students to limit distractions; a location where there is access to special equipment; or close to the front of the room so that a student can see or hear more easily. It may also include special light and furniture used by the student.</p>
Presentation in Braille	Mathematics and Reading	This is a Braille version of the booklet.
Response in Braille	Mathematics and Reading	This accommodation requires that a visually impaired student record his/her answers using a Braille output device, a slate and stylus, or an electronic Braille note taker <b>provided by the school</b> , or uses a scribe to record the answers (see "Responds orally to a scribe" accommodation).



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Presentation in Sign Language	Mathematics Not allowed for Reading	This accommodation requires that a qualified sign language interpreter <b>at the school</b> sign the instructions included in the session script and some or all of the test questions or answer choices for the student. <b>Presentation in sign language is not allowed for Reading passages or test questions.</b> <i>NOTE: If a student needs directions signed for <b>Reading</b>, please select "Other (specify)" and note the needed accommodation.</i>
Response in Sign Language	Mathematics and Reading	This accommodation requires that a hearing-impaired student sign his/her responses to a scribe <b>provided by the school</b> who records the responses in the student's booklet (see "Responds orally to a scribe" accommodation).
Other (specify)	Mathematics and Reading	Any accommodations not listed above. Please contact Swea Hart, NAEP State Coordinator at <a href="mailto:swea.hart@dc.gov">swea.hart@dc.gov</a> or (202) 374-7148 to see if the accommodation can be provided on NAEP.

Please keep in mind that NAEP does not produce results for individual students or schools, unlike the District of Columbia state assessments. All results are summarized only at the state level. In other words, the NAEP assessments do not impose consequences for the student or the school, and are instead intended purely to provide a picture of educational performance and progress.

**Please note all assessments are not the same and are developed to measure specific constructs. Therefore, NAEP may not allow all accessibility features and accommodations the District of Columbia state assessments allow. The following are the expectation for inclusion on NAEP.**

- 1) **Students who have the read aloud accommodation for the reading comprehension section on the District of Columbia state assessment should be included in NAEP Reading without the accommodation.**
- 2) **Only students that require a calculator for testing in their IEP or Section 504 Plans are eligible for the NAEP calculator version of the test.**
- 3) **Students who receive multiple day testing on the District of Columbia state assessments should take the NAEP assessments in one day with breaks as needed. NAEP is much shorter than the state assessments, so multiple day testing is not offered. Students take two 25-minute subject matter blocks and answer survey questions about their educational experiences.**
- 4) **On NAEP, all students write responses in the assessment booklets, not on separate answer documents.**